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Wiki 2-  **Annotated Bibliography**

Honigsfeld, A. (2009). Capitalizing on Students’ Learning Styles: Design the Best Teaching

Strategies. *Insights on Learning Disabilities. Volume6 (1). 13-20.*Retrieved from

http:// web.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewer? sid=f307 acd4-1678-416d-a179-2dc3fb80053f%40sessionmgr10&vid=8&hid=19

This interesting article describes the importance of assessing students learning styles. It discusses teachers using proper assessment and diagnostics tools to evaluate students of diverse cultural backgrounds. The article further explained how imperative for teachers and parents to complete enough research before diagnosing students.  One of the tools discussed in the article is called Learning-Style assessments which use various instruments to assess students’ individual strengths in different learning areas.

            Jaime S. Wurzel, W. H. (1991). Teaching Aids for Multicultural Education. *Communication*

*Education*. Retrieved from <http://web.ebscohost.com.ezproxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewe?vid=3&hid=24&sid=f6d453a2-7a18-4dcb-80ac-15aa17cca81a%40sessionmgr12>

This article discusses the various instructional modes for a multicultural classroom setting. The article also discusses how specific effective strategies are effectively applied into the classroom and vary according to each student’s individual learning style. This article lists six models of instruction and offers the objectives, reasoning, and mythologies. It can be applied for younger as well as older students and may be applied and modified to all cultural backgrounds.

Keengwe, J. (2010, May 18). *Fostering Cross Cultural Competence in Preservice Teachers Through Multicultural Education Experiences.* 197-204.Retrieved from Early Childhood Education Journal Springer Science and Business Media: http://web.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewer?vid=6&hid=17&sid=026f4d1b-56f1-4ddd-b539-2a3dfcfeae28%40sessionmgr13

This article discusses the significance of applying students cultures into work presented in the classroom. It discusses the importance of teachers having the necessary materials to be prepared for the challenging task of working in a classroom filled with students of various cultures and backgrounds. This article explains that the rates of multicultural students in the classroom are increasing, while the prospective teacher is statistically a predominately white, non-Hispanic female, thus urging that multicultural material should be linked somehow to the curriculum to ensure a solid connection for all students of various races and backgrounds.

Jones, D. (1985). Teaching about Russia. *Educational Leadership*, 61. Retrieved from

http://web.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/detail?vid=8&hid=17&sid=026f4d1b-56f1-4ddd-b539-2a3dfcfeae28%40sessionmgr13&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=ehh&AN=8875205

This article discusses how to introduce cultural information into a classroom. It discusses the relevance of the Russian culture in society. This article also focuses on Russian art, geography, history as well as music. This article stresses the importance of teaching students about confronting prejudices and how to allow students to overlook their differences and value one another’s cultures. This article demonstrates how to incorporate a lesson on teaching about Russia in a developmentally appropriate manner.

McMinn, M. Paula. (2001). Preparing the way for student cognitive development. *Multicultural*

*Education. Volume 9(1). 13-15.*Retrieved from <http://vnweb.hwwilsonweb.com.ez-proxy.brooklyn.cuny.edu:2048/hww/results/getResults.jhtml?_DARGS=/hww/results/results_common.jhtml.35>

This article focused on the different stages of cognitive development and how student’s culture influences the way they learn. The stages of cognitive development can be broken down into two basic models known as Peter’s/Belenkey’s stages of cognitive development.  These two models includes the  “dualistic  and  sometimes  silent  stage where  all  problems  are solvable  and answers  are  either  right  or wrong-or at one of the multiplistic stages where  anything  goes  because there  are  no right  or wrong answers.” In additional the article explains these two stages relates to multiculturalism, cultural socialization, cognitive flexibility, and knowing students skill level.

Morgan, Hani. (2010). Improving Schooling for *Cultural* Minorities: The Right

Teaching Styles Can Make a Big Difference. *Educational Horizons.  Volume 88(2), 114-*

*20.* Retrieved from <http://vnweb.hwwilsonweb.com.ez>proxy.brooklyn.cuny.edu:2048/hww/results/getResults

[.jhtml?\_DARGS=/hww/results/results\_common.jhtml.35](http://vnweb.hwwilsonweb.com.ez-    http://vnweb.hwwilsonweb.com.ez-proxy.brooklyn.cuny.edu:2048/hww/results/getResults.jhtml?_DARGS=/hww/results/results_common.jhtml.35)

Morgan Hani discusses the differences in learning styles among various ethnic groups. She explained that students from different culture learning differently. In her extensive research she found that minority students encounter problems adapting or adjusting in schools than mainstream students. She noticed they lack the knowledge, communication, and learning styles when learning. This resulted when the “teaching styles did not match the ways they communicate and learn.”

Percival, B. (2000). A true and continuing story: Developing a culturally sensitive, integrated

curriculum in college and elementary classrooms: a Journal for Readers, Students and Teachers of History. The Social Studies 91.4, 151-158. Retrieved from

<http://search.proquest.com.ezproxy.brooklyn.edu:2048/docview/274772051/131F37AD9364F2C0659/4>?accountid=7286

This article deliberates a vast amount of information on how to create a culturally sensitive learning environment. It has strategies that help students develop an understanding of culture through the use of a folktale characters. This article addresses the concerns of how to deal with sensitivity of cultural backgrounds and the effects of cultures on student’s lives. Folktale characters are utilized in lessons and serve as motivation for student’s to better understand and relate to the material.

Sleeter, C. E. (2000). Creating an Empowering Multicultural Curriculum. *Race, Gender & Class*,

178. Retrieved from <http://search.proquest.com.ez-proxy.brooklyn.cuny.edu:2048/docview/218830848/131F3593F0F17DACC4D/2?accountid=7286>

This article focuses on the various strategies used within a classroom consisting students of various backgrounds.  The article addresses the issues and concerns of communities and finds empowering methods of working together to solve these dilemmas in a sensitive manner. The article focuses on oppressed communities and minorities and their existing struggles which apply to the students in the classroom by focusing on strengths rather than weaknesses and facilitates cooperative learning as a whole.

Smith, Earl Bradford. (2009). Approaches to Multicultural Education in Preservice Teacher

Education: Philosophical Frameworks and Models for Teaching. *Multicultural Education. Volume 16(3), 45-50.* Retrieved from <http://vnweb.hwilsonweb.com/hww/results/results_single>.

<http://vnweb.hwwilsonid=MT120HNEJC31JQA3DIMCFGOADUNGIIV0>

This article is based on the increasing diversity of students in American public schools. Some of the issues of focus are constructing curriculum, multicultural education, challenging assumptions, cultural competence and context, creating caring professionals, teacher perceptions and beliefs about culturally racially and creating different types of multicultural programs in school.

Young, E. (2010). Challenges to Conceptualizing and Actualizing Culturally Relevant: How

Viable Is the Theory in Classroom Practice? *Journal of Teaching Education*, 248-260. Retrieved from <http://jte.sagepub.com.ez-proxy.brooklyn.cuny.edu:2048/content/61/3/248.full.pdf+html>

This is a critical case study as well as an action research piece; it is conducted by educators and administrators who discuss cultural relevancy in pedagogy.   This journal emphasizes on building multicultural relevance based on collected data from previous case studies that show insights on the outcomes of their former studies.

Zhang, Jian., X. (2001). Cultural diversity in instructional design. *International Journal of*

*Instructional Media. Volume 28 (3), 299-307.* Retrieved from <http://vnweb.hwwilsonweb.com/hww/results/results_single.jhtml;hwwilsonid=FI2Y2MLEGP1WVQA3DIMCFGOADUNGIIV0>

This article explains how certain cultures have different learning styles and ethnic styles when learning in the classroom. Zhang did an extensive study on American Indians, Asian Americans, African Americans, and Hispanic Americans regarding their learning habits. He explained how each ethnic group managed their time, how differently they learn in cooperative groups, how they revered and respect their teachers, and how they are regarding discipline in the classroom.